Reading in the Content Areas—It's Just Different

Differentiating to Meet the Needs of All Learners in the Content Areas

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Why is content area reading so different/difficult?

■ **Text/assignment features**

- Technical/specialized vocabulary

- Variance of readability

- Different organization from narrative

- Multiple concepts

■ **Reader variables**

- Varied levels of experience

- Lack of instruction in expository reading

- Varied interest/motivation

- Gaps in knowledge of study techniques

- Previous emphasis on skills not process

Metacognitive Readers

- **Tacit readers**
  - Lack awareness of process
  - Unconsciously incompetent
  - "Don't know that they don't know"
- **Aware readers**
  - Realize there is a problem with reading
  - Don't know how to fix the problem
  - Consciously incompetent
  - "Know they don't know, but…"

Levels of metacognition

- **Strategic readers**
  - Know and use a variety of comprehension strategies
  - Consciously competent
  - "Usually know what to do"
- **Reflective readers**
  - Apply strategies as needed
  - Reflect, revise, adjust
  - Consciously competent
  - "Know what to do and do it regularly"

(Perkins and Swartz, 1992)

Shifting Paradigms

- **Change from "learning to read" to "reading to learn"**
  - Requires that reader has better understanding of process
  - Requires teacher to modify instruction to "front end loading" model
    - Emphasis on pre-reading activities
      - Differentiated activities
      - Connected to students' prior knowledge
      - Establishes focus and purpose
      - Builds scaffolding for struggling students
      - Explores/expands vocabulary

Front End Loading Model

- **During reading activities**
  - Guided, structured
  - Requires active participation of reader
  - Silent/independent
  - Utilizes/builds on pre-reading activities
- **Post reading activities**
  - Check for understanding
  - Clarify comprehension
  - Extend and expand knowledge

Vocabulary Activities

- **Address technical/specialized vocabulary**
  - Adding Up the Pieces activity

- **Connect to known words and concepts**
  - Family Ties

- **Builds on strengths/prior knowledge**
  - List/group/label

List/Group/Label Activity

- **Students look for relationships among words**
- **Group words according to relationships**
- **Identify overall concept**

desertification   **Bedouins**   **oasis**

loss of culture   **fellaheen**   **Islam**

Berbers   **souks**   **role of women**

- **Prediction/Anticipation Guide**

  Before reading the passage on India, indicate with a "T" or "F" if you believe the statement is True or False.

1. **When a member of the Parsi religion dies, he is placed on a high platform so the vultures will pick his bones clean.**

2. **Many Indians bathe or brush their teeth in the Ganges River.**

3. Because there are so few trees in India, cow dung is often used as a fuel.

4. Women in India cannot vote or hold public office.

As you read, cite the page and paragraph where information is found.

Indicate with an "A" or "D" if you agree or disagree with each of the following statements.

1. **Life involves suffering.**

2. **If you don't try to accumulate a lot of material wealth, you'll be happier.**

3. **It is important to think good thoughts.**

4. How you act toward others can have a big impact on your life now and in the future.

As you read, determine how a Buddhist would respond to these statements.

During reading activities

- **Must be structured to support struggling reader and guide reader to proficiency**
  - REAP (Read, Encode, Annotate, Ponder)
    - (Eanet and Manzo, 1976)
  - Interactive Reading Guide
    - (Wood, 1988)
- **May confirm and/or adjust pre-reading activities**
- **Must actively engage the reader**
  - Design and completion of graphic organizer
  - Note taking
    - Two column notes

Post reading activities

- **Check for understanding**

- **Clarify**

- **Extend knowledge**

- **Build on pre and during reading activities**

- **Reinforce skill and strategy development**

- **Address variety of strengths and needs**